

Quality of ELs' Instructional Programming, Teacher Quality and Professional Learning

SPECIAL POPULATIONS CONFERENCE

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OFFICE OF FIELD SERVICES

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Objectives of the Session

Understand the ESEA expectations with regards to evidence-based instructional program for English learners

Discuss and internalize the core principles for professional learning plans for teachers who educate English learners

Planning English Learner Programs- ESEA-Title III & OCR Expectations

- Provide a **coherent** research-based program and sustained English language development based on research or accepted theories. *[ESEA Sec. 3115(a) and 3115(c)]*
- Ensure students receive both content instruction and English Language Development instruction with adequate intensity and duration in order to meet state content and performance standards. *[ESEA Sec. 3115(f); 3116(b)(2); 3121 and 3122]*
- Ensure exited English learners who are not succeeding receive interventions and intensified instruction/extended learning. *[ESEA Sec. 3115 and 3121 (a)(4)]*
- Make certain the program leads to graduation with a high school diploma.

[ESEA Sec. 3115(d)(5) and Title VI of the Civil Rights Act of 1964]

Planning English Learner Programs- ESEA-Title III & OCR Expectations, Continued

Ensure there is a referral process to special education, rule out language factors, [ESEA Sec. 3302(f)] and ensure access to all aspects of instructional programming ***[ESEA Sec. 3302(f)] and Title VI of OCR Act of 1964***

Make sure the program for ELs is delivered by highly qualified teachers (certified and endorsed) ***[ESEA Sec. 3115(c); 3116(a) and Title VI of the Civil Rights Act of 1964 - OCR Guidelines]***

Evaluate and improve the program ***[ESEA Sec. 3121 & 3122]***

Restructure and reform the program based on annual review of achieving its outcomes/AMAOs ***[ESEA Sec. 3115(a)(3) & (4) and 3121]***

Planning English Learner Programs- ESEA-Title III & OCR Expectations, Continued

Ensure teachers of ELs are engaged in evidence-based, job embedded and ongoing professional learning on second language theory and practice. ***[ESEA Sec. 3116(a) and Title VI of the Civil Rights Act of 1964 - OCR Guidelines]***

Evaluate professional development plans annually in terms of impact on student achievement. ***[ESEA Sec. 3121]***

English Language Learner Programs

PRACTICAL IMPLICATIONS

Planning and Implementing English Learner Programs

First layer: Alternative Language Program (ALP) description / services.

Program:

- Is based on a comprehensive needs assessment
- Supports both English language development and content areas
- Is aligned with WIDA ELD Standards and State content standards

Strategy #1: Professional Learning Process Regarding Program Implementation

- Ensure that EL staff and content area staff understand and align instruction to:
 - WIDA ELD Standards
 - Content area State standards
- Develop lesson plans with both language and content objectives
- Apply formative assessment to guide daily instruction
- Use interim and formative assessment results to plan programming

Meaningful Access to Programs & Standards

Planning Meaningful Access

Are ELs enrolled and engaged in/have access to:

- Gifted programs
- AP classes
- Career education
- Early College
- Dual Enrollment
- Electives
- Special education

How do we make reasonable accommodations to assessments to measure ELs' progress on state standards?

How will FLEPs be monitored to ensure sustaining success?

Implementing Meaningful Access

- Review procedures that may prevent ELs from having meaningful access to instructional programs
 - Entry to program, scheduling, information to parents
- Ask the question: What reasonable accommodations are made on assessments that measure student growth?
- Ensure all ELs participate in state assessments
- Monitor FLEPs for academic success

Evaluating Meaningful Access

- Assess enrollment and participation of ELs in all instructional programs
- Assess access to 31a, Title I Part A, and other federal funds based on eligibility such as Part D, Part C, Homeless.
- Analyze proficiency and achievement data trends
- Review participation data- EL participation rates in all instructional programs
- Analyze FLEP data
 - Academic success on state content assessments
 - Re-entry data, if applicable
 - Graduation rates

Strategy #2: Professional Learning Regarding Access

- Review schedules and assessments:
 - Master schedules and student schedules:
 - When does ELD instruction occur?
 - Does ELD instruction prevent ELs from participating in core academic areas, electives or other programs? How do you coordinate access?
 - Assessments
 - Are ELs of different proficiency levels able to show their growth on content and ELD assessments?

Special Education Referral Process

Planning for Special Education Pre-referral & Referral Processes

Does your LEA have a written pre-referral and referral policies and processes?

Is special education and EL endorsed staff included throughout the pre-referral and referral processes?

What is your inservice plan for special education staff on L2 evidence-based best practices?

What data sources will you use for determining eligibility?

Implementing the Special Education Referral Process

- Document evidence-based instruction used with the ELs
- Document interventions used with the ELs
- Ensure EL certified staff provides input on second language acquisition and student background
- Provide a variety of culture fair testing instruments and procedures
 - Non-verbal, native language, family input, observations

Evaluating the Special Education Referral Process

Is the LEA adhering to MDE's ***Guidance Handbook for Educators of English Learners with Suspected Disabilities?***

Strategy #3 for Professional Learning Process Regarding Special Education Services

Build capacity of special education staff and administrators in the English language acquisition process and in cultural competencies

Ensure an EL-certified staff member is part of the referral process at each step

Inservice staff on procedures included in the ***MDE's Guidance Handbook for Educators of English Learners with Suspected Disabilities.***

Reading Instruction

Planning for Reading Instruction- Program of Service Must....

- Include appropriate strategies for reading development that is coordinated with other relevant reading programs and services; ensure teachers are trained in EL appropriate instructional strategies for reading ***[ESEA Sec. 3115]***
- Include a plan for adding reading in English, if literacy is introduced in the native language. The plan is:
 - Based on scientific research ***[ESEA Sec. 3115]***
 - Be effective and differentiated for ELs
 - Be coordinated with other programs and interventions
 - Consider impact of native Language: how and when reading in English is introduced.

Implementing Reading Instruction

- Use and document use of EL appropriate strategies for reading instruction and MTSS interventions that include language development
- Deliver all services to ELs for which they qualify
- Ensure the following components in Bilingual programs:
 - Introduction of English reading is based on research (time and method)
 - Literacy instruction is based on research & includes language development

Evaluating Reading Instruction

- Did EL/bilingual students show growth based on reading instruction and interventions?
 - What were the number and gains of ELs receiving English reading instruction?
 - Were instruction and services re-aligned within the EL/Title III plan based on achievement results?
 - Have implications from achievement results informed continuous improvement of the program?
 - Have implications from achievement results informed the professional development plan?

Strategy # 4: Professional Learning Process Regarding Reading

- The EL Program must have a high quality professional development for instructional staff of ELs, administrators and parents / community
- High quality professional development must:
 - Have a design to improve instruction and assessment of ELs
 - Be designed to enhance the ability of teachers to understand curricula, assessment and instructional practices to meet the needs of ELs
 - Have a base of scientifically-based research demonstrating the effectiveness of the professional development
 - Have sufficient intensity and duration to ensure it has a positive and lasting impact on the teacher's performance (evaluation).[**ESEA Sec. 3115(c)(2)**]

Program Staffing

Planning, Implementing & Evaluating Program Staffing

- Is there is a sufficient number of ESL or Bilingually certified teachers delivering the program?
- Do the Bilingual programs employ staff fluent in the languages of instruction?
- Are staff certifications and funding sources on file?
- Are all active ELs receiving services?
- Are staff assignments, intensity and duration of services based on student assessment data?
- Is Program staffing reviewed annually and adjusted based on student achievement results?

Instructional Assistants

EL PROGRAM MUST NOT BE PROVIDED SOLELY BY
PARAPROFESSIONALS

Planning for Paraprofessionals & Evaluating Impact

- Is instruction provided by endorsed teachers at all times?
- Are paraprofessionals supervised by endorsed teachers at all times?
- Does the LEA document the planning for, supervision of and communication with paraprofessionals?
- Are certified EL staff responsible for planning instruction and teaching?
- Do grant funded paraprofessionals keep applicable PARs?
- Has the use of paraprofessionals made an impact on EL achievement?

Strategy # 5 for Professional Learning Process

Build capacity within LEA for ESL or Bilingually certified staff

- Circulate postings to professional organizations (MI TESOL, MABE, other)
- Assist teachers with obtaining their ESL endorsement
- Redirect salary funds from staff attrition to ESL positions
- Prefer ESL or Bilingual endorsement for new hires
- Collaborate with IHE's to provide opportunities for seeking endorsements
- Encourage outstanding paraprofessionals to seek certification

Professional Learning/Development

Professional Learning Process: Guiding Principles

1. Build on foundation of skills, knowledge, and expertise in evidence-based approaches
2. Engage participants as learners: Professional development should include rich and varied opportunities that engage educational personnel as learners and offer the opportunity to apply new skills and knowledge.
3. Provide practice, feedback, and follow-up. Professional development should offer educational personnel opportunities for: (1) practicing the new skills, strategies, and techniques (modeling); (2) providing feedback on performance (walkthroughs, collegial visits, coaching) ; and (3) continuing follow-up activities (modeling and coaching).
4. Measure changes in teacher knowledge and skills: Successful and effective professional development is manifested by measurable increases in participant knowledge and skills.
5. Measure changes in student performance: Professional development should be linked to measurable outcomes in student performance, behavior, and achievement.

Title III & Title II-Funded Professional Development Must Be:

Targeted to low-achieving students, teachers, and schools

Classroom-focused to improve classroom instruction and student achievement

High quality

Sustained

Intensive

Job-embedded ***and***

More than an isolated one-day workshop or conference

Title II, Part A Professional Development Funds Can Be Used...

- To assist teachers in meeting State certification requirements including obtaining SBCEUs/SCHECs
- For university or college credit for teachers seeking to obtain endorsements or certification in “shortage areas” such as ***English as Second Language***, Special Education, or core subject areas appearing on the ***Annual Teacher Shortage Areas*** Nationwide Listing
- To ensure schools and districts increase academic achievement for all studentsby improving teacher and principal quality.

(Continued)

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- To provide training activities, which includes the attainment of certifications or endorsements, to improve the knowledge of teachers, principals, and paraprofessionals in how to teach and address the needs of students with limited English proficiency *and*
 - To provide professional development that improves the knowledge of principals in how to teach and address the needs of students with limited English proficiency.

.....Remember All Proposed Professional Development
Funded by Title II, Part A and Title III LEP and Immigrant.....

Must appear in the Consolidated Application and in the District
Improvement (Continuous) Plan

And Must Be.....

Based on the districts needs assessment for professional
development

Used to improve classroom practice

Designed to raise student achievement

Planning for Professional Development

What professional learning plan will your EL staff and administrators receive?

Is it focused on EL assessment, curriculum and instructional practices?

What research supports the professional development plan?

Which funding will you use?

Evaluating Professional Development/Learning

- Use the MDE Program Evaluation Tool
 - Determine if the newly acquired strategies made **an impact** on student achievement?
 - Generate multiple measures to determine whether professional learning was effective (surveys, walkthroughs, coaching notes, etc.)
 - Examine student assessment data both language and content (local and State)
- Did the professional development plan meet the anticipated outcomes?
- What kind of additional trainings in this area will be useful to teachers?

References and citations

Federal Title III Legislation is found in the ESEA Act of 1965 and 2001

Federal legislation stating the purpose, required needs assessment, and local use of Title II, Part A funds can be found in ESEA Title II, Part A, Sections 2101, 2122 and 2134.

Federal legislation defining professional development can be found in Title IX, Section 9109 (34) of ESEA.

Federal guidance related to utilizing Title II, Part A funds for professional development can be found in the Title II, Part A Non-Regulatory Guidance, Improving Teacher Quality State Grants, ESEA Title II, Part A, Revised – October 5, 2006.

Michigan Department of Education, Office of Field Services provides additional guidance and clarifications pertaining to Title II, Part A funding on its website <http://www.michigan.gov/mde/ofs>.

Thank you

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Contact your Regional Consultant